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ABSTRACT

The publication, prepared as a result of two workshops sponsored by the West Virginia State Department of Education, consists of a guide to be used by local programs to give direction toward comprehensive career education. Reactions to national and State developments, suggestions, and information are provided on the following items: (1) identifying the basic components and concepts of career education, (2) developing a model which would facilitate the development of career education, (3) identifying goals and objectives of career education, and (4) identifying action steps for implementing career education. Matrix models provide some examples of the outcomes which would be contained in each of the areas of family, community, and school concerning the individual's development of skills, attitudes, and knowledge at the three developmental levels of career education (career awareness, career exploration, and the world of work). Specific instructions for using the matrix model, activities, objectives, and facilitating methods worksheets are contained in the appendix. (Author/MW)

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A Guide for the Development of Career Education

Bureau of Vocational, Technical
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Capitol Complex, B-221

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Daniel B. Taylor, State Superintendent of Schools

West Virginia Department of Education

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PREFACE

The information contained in this publication is meant to provide school systems with a guide for the development of Comprehensive Career Education. It was prepared as the result of two workshops sponsored by the State Department of Education for the purpose of preparing a guide to be presented to the county superintendents at their annual meeting at Jackson's Mill, July 9-11, 1972.

This vehicle for developing career education is not meant to be inclusive in terms of specific instructional experiences which would take place in school. However, it should provide a focus for administration, teachers, and guidance counselors in the development of career education.

Due to varying situations, career education must be adapted to local needs. However, it is felt that the long-range goals provided in this publication should be followed by all to insure progressive development toward comprehensive career education.

The developmental process used by counties is extremely important since career education will require an understanding as well as commitment from all areas of education, community, and family.

Daniel B. Taylor
State Superintendent of Schools

INTRODUCTION

Career Education has created much dialogue and controversy concerning the exact meaning of the concept. A group of prominent educators from Guidance, Vocational Education, Curriculum, and various subject matter areas, met at Cedar Lakes, Ripley, W. Va., to discuss national developments in Career Education.

The following is a list of persons who participated in one or more of the workshops at Cedar Lakes:

Mr. David Acord
Director of Guidance and Counseling
Kanawha County Schools

Dr. Duane Brown
Chairman, Department of Guidance and Counseling
West Virginia University

Mrs. Sandra Brown
Coordinator, Career Development
Monongalia County Vocational-Technical Center

Mr. Gary L. Buskirk
Curriculum Director
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Dr. Charles Jones
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Dr. Jonell Kirby
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Miss Mary Louise Klaus
Guidance Supervisor, Career Education Project
Raleigh County Schools

Mr. Michael M. Murphy
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Mr. John Nuzum
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Mr. Glenn Smith
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Mr. Keith Smith
Director, Guidance, Counseling, and Testing
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Mr. James Snyder
Program Specialist, Industrial Arts
State Department of Education

Mr. Tom Woodall
Guidance Coordinator, Career Education Project
Lincoln County Schools

These workshops were prompted by the fact that many people were discussing Career Education, planning projects, or were involved in ongoing projects. It was felt by many that some coordination from the State level was necessary so that projects and implementation could have a central direction. The primary purpose of the workshops was to develop a guide that could be used by local programs to give direction toward

comprehensive Career Education. Reactions were given to national and state developments and information was compiled in the form of this guide.

Reactions and suggestions were given and are provided on the following items:

1. Identifying the basic components and concepts of Career Education.
2. Developing a model which would facilitate the development of Career Education.
3. Identifying goals and objectives of Career Education.
4. Identifying action steps for implementing Career Education.

CAREER EDUCATION DEFINITION

Career Education is a method of providing relevant educational experiences related to a lifelong career development process. Its basic goal is the development of an individual who can function effectively as a producing working member of his society. Further, Career Education will provide students with the opportunity for awareness, exploration, choice preparation, and trial of careers. In addition to a continued emphasis on knowledge and skill, career education must have a strong attitudinal component, for it has been noted that many more jobs are lost because of inability to function interpersonally than because of skills. It is imperative that attitudes be emphasized since one's occupation in many cases will be primarily working with others.

Career Education is conceived as a lifelong integral part of all education. It is a continuous effort by the school, the community, society, and the individual.

Hoyt et. al. state in their publication "Career Education--What It is and How to do it" that:

> Career Education is a total concept which should permeate all education, giving a new centrality to the objectives of successful preparation for and development of a lifelong, productive career. Yet it must in no way conflict with other important educational objectives. Its beneficiaries can still become good citizens, parents and cultivated and self aware human beings because career success can augment all other sound educational objectives.

Career Education stresses learning based on a functional approach. Basic educational skills and specific subject areas and experiences are not neglected but taught in a different and more meaningful context, that being how it relates to the world of work. All subject matter areas and experiences, where possible, are related to careers.

Career Education must also provide salable skills whether it be for the machinist or the physician, which will enable the individual to enter and progress in his chosen field. It is recognized, however, that some people must redevelop or upgrade their skills several times throughout their lifetime if they are to be successful and satisfied workers. Therefore, it is necessary that Career Education be open to persons at the time of their need and be a lifelong process.

Career Education has been defined by the United States Office of Education as follows:

> Career Education is an inherent part of all elementary, secondary, post-secondary and adult education. Career Education includes academic, vocational education, general education and other planned and unplanned educational experiences. Career Education is the schools efforts to share the relevance of education in terms of work and becoming a successful and satisfied worker in our society.

CAREER EDUCATION GOALS

The Career Education emphasis is directed toward:

1. Producing individuals able to understand and relate themselves both cognitively and affectively to their work.

2. Producing individuals motivated toward constructive work.

3. Producing individuals who have had exposure to the world of work vicariously, simulated and/or real, to the extent that they have some comprehension of the diversity and complexity of work alternatives both available and appropriate to them.

4. Producing individuals able to function in the performance of decision making and work adjustment processes.

5. Producing individuals who have the background necessary to enter their chosen career and to progress within that career or to change the direction of their career if necessary or desirable.

6. Producing individuals able to find and participate in meaningful work.

7. Producing individuals who see education as a continuing life process that is relevant to their life needs.

8. Producing individuals who contribute to and are rewarded by society.

9. Producing individuals who have had exposure to the world of education to the extent that they have some comprehension of the diversity and complexity of educational alternatives both available and appropriate to them.

CAREER EDUCATION CURRICULAR OBJECTIVES

The following objectives are directly related to the preceding nine goals. Therefore, the objectives are sub-grouped under goals:

GOAL 1

Producing individuals able to understand and relate themselves both cognitively and affectively to their work.

1.1 To develop individuals who have knowledge of themselves i.e., abilities, skills, and limitations; and can relate their knowledge to work and their career or a future career/s.

1.2 To develop individuals who have an awareness of the value of work in a psychological sense as it relates to their needs.

1.3 To develop individuals who have an awareness and acceptance of self as an entity both physical, and psychological that is unique and of value to himself and society.

1.4 To develop individuals who derive personal satisfaction from their work.

GOAL 2

Producing individuals motivated toward constructive work.

2.1 To develop individuals who value constructive work.

2.2 To develop individuals who actively pursue a constructive work role.

GOAL 3

Producing individuals who have had exposure to the world of work vicariously, simulated and/or real, to the extent that they have some comprehension of the diversity and complexity of work alternatives both available and appropriate to them.

3.1 To develop individuals who have a broad base of awareness of work roles that exist.

3.2 To develop individuals who have had an orientation--vicarious, simulated and/or real, to several work role groupings which were selected by them.

3.3 To develop individuals who have explored in as real a manner as possible several work roles that they have decided might be particularly appropriate to them.

GOAL 4

Producing individuals able to function in the performance of decision making and work adjustment processes.

4.1 To develop individuals who have the needed decision making skills that will enable them to decide wisely among alternatives as they move through work roles and developmental stages of a career.

4.2 To develop individuals with the necessary flexibility both mentally and physically to make adjustments within a work role or change of work role.

GOAL 5

Producing individuals who have the background necessary to enter their chosen career and to progress within the career or to change the direction of their career if necessary or desirable.

5.1 To develop individuals who have the skills, attitudes and work habits necessary to select, prepare for, enter, and maintain a work role.

5.2 To develop individuals who have the motivation, knowledge and means of progressing within their work role in accordance with their abilities and aspirations.

5.3 To develop individuals who at such time as it might be necessary or desirable will be flexible to the extent that they can make major or minor changes in work role pattern (career).

5.4 To develop individuals who have and can apply knowledge of how and where they can receive assistance or training needed or desired for a change in work roles (career).

GOAL 6

Producing individuals able to find and participate in meaningful work.

6.1 To develop individuals who have an awareness of labor market demands both current and projected.

6.2 To develop individuals who can locate and accept meaningful work roles.

6.3 To develop individuals who participate in meaningful work roles.

GOAL 7

Producing individuals who see education as a continuing life process that is relevant to their life needs.

7.1 To develop individuals who are aware that education is available to them throughout their lives.

7.2 To develop individuals who accept continuing education as something relevant to them.

7.3 To develop individuals who affirm their acceptance of continuing education through their participation in it.

GOAL 8

Producing individuals who contribute to and are rewarded by society.

8.1 To develop individuals who through their work role are accepted as contributing to society.

8.2 To develop individuals whose worth as a worker is affirmed through some valued reward.

8.3 To develop individuals who can manage the economics of their career.

GOAL 9

Producing individuals who have had an exposure to the world of education to the extent that they have some comprehension of the diversity and complexity of educational alternatives both available and appropriate to them.

9.1 To develop individuals who have a broad awareness of the educational opportunities available.

9.2 To develop individuals who possess sufficient self knowledge to insure that educational alternatives selected are appropriate as related to his abilities

9.3 To develop individuals who possess sufficient occupational knowledge to insure that educational alternatives selected are appropriate to the career pursued.

CONCEPTS OF CAREER EDUCATION

Concepts which underlie Career Education are:

1. There is value and dignity in each individual.

2. There is value and dignity in work.

3. Leisure time activities have a direct relationship to work. The type of work a person does can generally be related to the type of leisure time activities he participates in and, therefore, these experiences should be emphasized in Career Education.

4. Career Education, to be functional, has to be a continuous lifelong and everchanging process. Since it has been emphasized that jobs or occupations may change throughout life, it is imperative that Career Education be concerned with occupations and work of individuals through all their life stages, including retirement years.

5. We live in a technocratic society, therefore, if man is to be master of technology, he must understand the techniques used in modern industry. It is, therefore, necessary that education give man this experience and basic understandings of new industrial processes and how they can contribute to his society. Inventions and cybernetics make it essential that a person understand the dynamic nature of the world of work and, therefore, be prepared for change. It is a responsibility of the schools to maintain a close alliance with the world of work so that persons may maintain a flexibility which will make them adaptable to these changes.

6. The development of the self concept is highly related to careers. The development of the self concept deals with attitudinal development, self awareness, social awareness, environmental awareness and coping with life situations. A person's work role is generally the largest determining factor in his self perception.

7. There are aspects of career development which can be identified as developmental stages. This development occurs normally but can be facilitated by our educational systems.

8. Individuals must be given sufficient information and orientation to make an effective career choice. This may be done through information and developmental tasks ending in preparation and job placement for the individual.

9. Relating subject matter to careers will provide relevance and function.

ACTION STEPS FOR DEVELOPING CAREER EDUCATION

Although local conditions must be taken into consideration; the following action steps are suggested for developing Career Education.

1. Identify a facilitation network (a person and power groups in school systems and outside)
2. Explore information concerning career education (See Bibliography)
3. Define a tenative position and develop a model for presentation to the Board of Education
4. Establish steering committee
5. Identify changes needed in system
6. Develop overall awareness for career education among professional staff and public
7. Gain support of administrative staff
8. Gain support of principals
   (In service---How this will affect you and your role as principal)
9. Identify supportive agencies
10. Develop plan for pilot program using goals and objectives
11. Select pilot program
12. In-service education for teachers, administration, etc. in pilot program
    (A) Explore concept of career education
    (B) Use Matrix model* to identify general developmental outcomes at all grade levels
    (C) Organize into sub-groups, subject matter areas and service areas (Language arts, math, social studies, guidance, etc.)
    (D) Identify activities to accomplish outcomes on activites worksheet*
    (E) Use objectives worksheets* to translate developmental aspects into instructional objectives (each sub-group)

* Located in Appendix

(F) Use facilitating methods worksheet* to describe educational activities and experiences which will lead to attainment of objectives identified on objectives worksheet (use student action centered activities where possible)

(G) Review, revise, and adopt instructional materials from other states and local school districts

(H) Develop instructional plans and materials

13. Develop evaluative procedures

14. Utilize supportive agencies

15. Implement career education

16. Revise

17. Initiate successful aspects into other schools

* Located in Appendix

CAREER EDUCATION CURRICULUM DEVELOPMENT PROCEDURES

Work sheets contained in the appendix of this document may be of assistance to school systems in systematically developing curriculum for career education --especially when using the previously stated action steps.

Some modification may be necessary to fit local situations. However, it is imperative that some type of systematic process be utilized to insure that there is a continuum leading to effective career choice, preparation and placement. Examples are shown on the following pages and instructions for use of the worksheets are contained in the appendix.

COMPONENTS OF CAREER EDUCATION

The external influences of school, community, and family are felt to be the major components which affect the development of an individual.

The school's role in this developmental process is not to take the place of the family and community; but to work cooperatively to provide the educational needs of the individual.

Three major types of skills would be emphasized in the school's component. (a) Decision making concerning careers, jobs, work, and other aspects of the person's decision making domain, especially in the awareness and orientation phases illustrated by the Matrix Model on the following page of this guide. (b) Those of a preparation (vocational) nature dealing with the work that a person wants to do and would do for his lifelong ambition. (c) Those interpersonal skills which deal with an individual's self perception and his relationship with others in a work, social, and leisure-time setting.

CAREER EDUCATION MATRIX WORKSHEET

DEVELOPMENT LEVEL

	INDIVIDUAL		
	ATTITUDES	KNOWLEDGE	SKILLS
FAMILY			
COMMUNITY			
SCHOOLS			

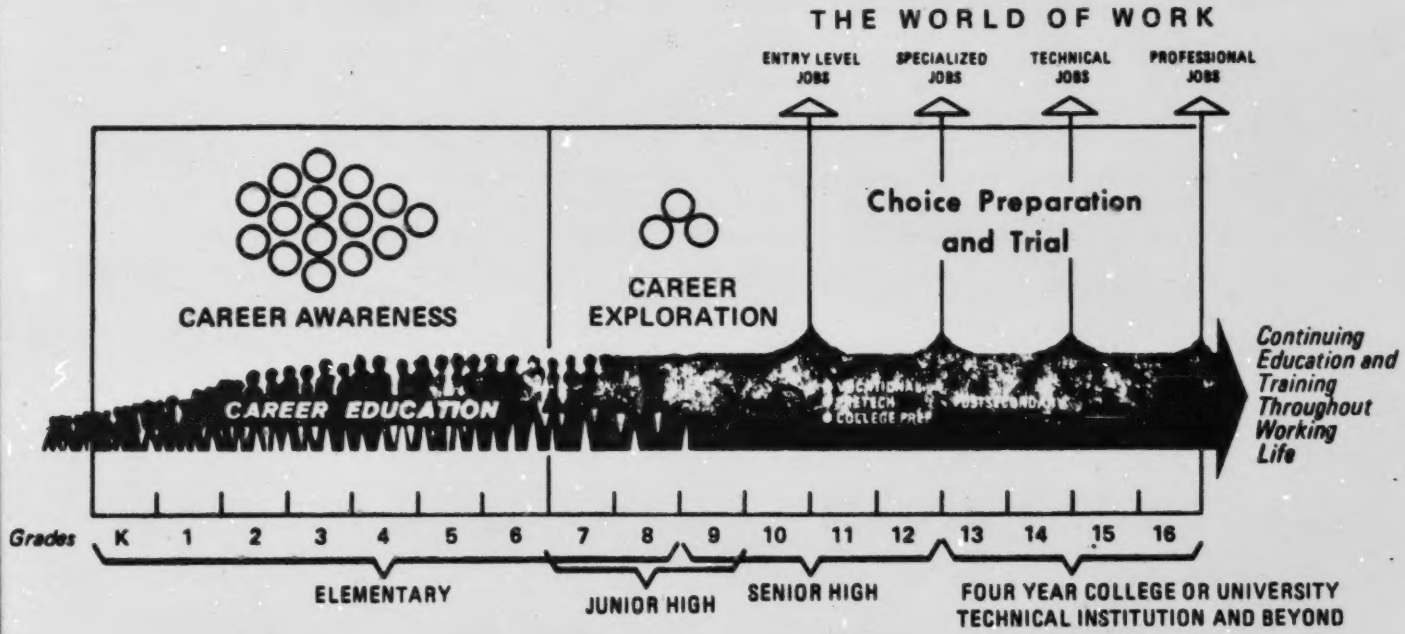
The career development levels of the matrix fall into three categories: (1) Awareness, (2) Exploration, (3) Choice, Preparation, Trial. Although it would be difficult to define the exact grade levels for these areas, it is felt that grades K-6 (ages 1-10) would be the area in which awareness and interpersonal skills would be emphasized. However, it is to be noted that awareness would continue from K-Adult, since a person must be constantly aware of new developments throughout his life. Individuals must constantly increase their awareness whether they are children or adults. This would be especially true for a displaced worker who would need new awareness of job opportunities and preparation available to him.

Exploration concerns itself with grades 7-9 and will continue through the adult years, but primary emphasis will be at the ages of 11-14. Exploration deals with making a tentative career choice and having some hands-on experiences which would give the individual greater insight into his career choices.

Concentrated career preparation would begin with job families of occupations in which a person could become employed. The training would be specific enough to provide entry level skills in various jobs but would not be narrowing to the point of locking a person to one job for the rest of his life. Placement and follow-up of students would be an important responsibility of the school system in this phase, since many students need assistance in bridging the gap between school and work. The awareness, exploration, and skill development process is parallel to a successive approximation approach to careers, wherein a person would become aware of the job opportunities, would try out several of these opportunities, and then prepare for an occupation and be placed there with

the alternative of opting for another career choice at any time and begin the process again.

Career development levels have been graphically illustrated by the following representation from the U. S. O. E. (Slight modifications have been made to illustrate the concepts used in this guide.)



The following matrix models provide some examples of the outcomes which would be contained in each of the areas of family, community, and school concerning the individual's development of skills, attitudes, and knowledge at the three developmental levels. Specific instructions for using the worksheets are contained in the appendix. The items contained in the cells are intended to be examples only. A school system's curriculum committee should expand and revise examples before moving to the next developmental step.

CAREER EDUCATION MATRIX WORKSHEET

Awareness K-6
DEVELOPMENT LEVEL

(EXAMPLES)

		FAMILY	COMMUNITY	SCHOOLS
INDIVIDUAL	SKILLS	1) Relating to adult figures 2) Relating to age mates 3) Rudimentary use of certain tools 4) Basic decision making skills 5) Home and family skills 6) Safety and tool care	1) Community orgainizations (roles) 2) Safety in tool care 3) Scouting and other youth groups	1) Use of appropriate hand tools 2) Interpersonal skill and cooperation 3) Personal hygiene skills 4) Application of academic skills to a job and careers 5) Safety in tool care 6) Career decision making skills
	KNOWLEDGE	1) Rudimentary information about world of work 2) Modeling of work-Father and Mother 3) Work experiences through chores 4) Information about incentive system 5) Interdependancy of family unit	1) Direct observation of careers 2) Role models for elementary children 3) Some work experiences 4) Health services	1) Information about the world of work 2) Information about self 3) Information about prestige of jobs 4) Information regarding dynamic world of work 5) Information about skills 6) General information on career opportunities. 7) Economic understandings 8) Sociological career information
	ATTITUDES	1) Positive attitude toward sufficiency: a. Trust b. Cooperativeness c. Responsibility d. Punctuality e. Completing tasks f. Initiative g. Curiosity h. Pride i. Future awareness	1) Awareness and acceptance of many life styles 2) Respect for community technology and environment	1) Dignity of work 2) Sex typing of job roles 3) Worth of work 4) Acceptance of changing economic and social patterns in employment 5) Self acceptance 6) Respect for all occupations 7) Acceptance of others 8) Punctuality and grooming 9) Craftsmanship

CAREER EDUCATION M RIX WORKSHEET

Exploration 7-9
DEVELOPMENT LEVEL

(EXAMPLES)

		FAMILY	COMMUNITY	SCHOOLS
INDIVIDUAL	SKILLS	1) Assigned homework responsibilities 2) Use and care of home tools 3) Exploration of home related skills 4) Safety and care of tools	1) Work experience opportunities 2) Safety in tool care 3) Junior achievement (modified)	1) Psychomotor skills in Physical Education 2) Skills in Industrial Arts, Home Economics, typing and crafts 3) Research skills on careers, job application skills 4) Safety with tools and care of tools instruments, etc.
	KNOWLEDGE	1) Knowledge of parents' occupational role, relatives, and neighbors 2) Realistic analysis of attainable goals 3) Responsibilities of family members to one another	1) Referral resources-information from and participation with 2) Information about job availability 3) Job requirements 4) Social Security information	1) Career alternatives 2) Job availability 3) Knowledge of self-abilities, initiative, and aptitudes 4) Interdependence of economic systems 5) Job requirements and pay possibilit 6) Money management and consumer education 7) Educational alternatives 8) Self understanding 9) Economics understandings 10) Sociological understandings
	ATTITUDES	1) Self-reliance 2) Dignity of work 3) Realistic goals 4) Industrability 5) Dignity and importance of others	1) Relationship of responsibilities to rights 2) Social relationship 3) Moral relationship 4) Peer group attitudes	1) Interest in career field 2) Employers expectations on attitudes 3) Sex awareness of work role 4) Dignity and importance of work

CAREER EDUCATION MATRIX WORKSHEET

10-Adult
DEVELOPMENT LEVEL

(EXAMPLES)

INDIVIDUAL	FAMILY	COMMUNITY	SCHOOLS
SKILLS	1) Provide work experience in home 2) Family provides information about careers 3) Parent-Child apprenticeship 4) Father and Mother teaches skills such as remodeling, auto mechanics, cooking, etc.	1) Work experience - (O.J.T.) 2) Youth group-Leadership development, apprenticeship 3) Part time jobs 4) Training programs such as MDTA, Job Corps, etc.	1) Provide entry level skills for chosen occupation 2) Decision making abilities 3) Develop academic skills 4) Skills in finding jobs a. completing application b. Interviewing c. Employment security d. Using other placement services 5) Continue developmental skills 6) Interpersonal skills 7) Research skills
KNOWLEDGE	1) Work roles 2) Financing of career education 3) Provide literature on chosen occupation	1) Models 2) Community members provide career information vicariously and directly 3) Television and other mass media provides information 4) Provide information on job requirements, attitudes, etc.	1) Career requirements 2) Employment possibilities 3) Working conditions 4) Physical requirements 5) Job application and interview 6) Information about training opportunities 7) Information about geographic location of job 8) Information about requirements 9) Related information required for entry into chosen occupation and continued education
ATTITUDES	1) Impart attitudes toward status, financial returns, work setting 2) Support career choice 3) When and where to enter work 4) Parental acceptance of several work roles	1) The responsibility of the worker to the community 2) Peer influences toward acceptable community attitudes 3) Attitudes toward authority, work, drugs, etc. 4) Being responsible to the community	1) Impart punctuality 2) Dignity of the chosen occupation, career commitment 3) Self confidence 4) Self commitment 5) Delay of gratification 6) Citizenship, voting 7) Money management 8) Family and marriage 9) Attitudes toward self in relation to school and work

There is obvious duplication between and among the various categories listed in the matrices. However, each area, the school, family, and community, has responsibilities. No inferences are drawn that the family or the community will promote those outcomes listed. When they fail however, the school has the obligation to identify developmental deficiencies and provide remedial experiences. Additionally, the school should continue to promote the basic attitudinal development begun by the family. The implication of the model is, however, that the family, the community, and the school are necessary components in promoting career development. Each must be considered in the planning of career education.

The view taken in this document is that the school has the responsibility for identifying the forces which come to bear upon the student's development and coordinating them in a manner that will promote his growth and development. Stated differently the school's effort in career education will fail if it does not consider those basic attitudes emphasized by the family, particularly when the attitudes are counter to those acceptable by society. Similarly, the school must consider the experiences and influences which the family provides in planning career education and act accordingly.

Finally, the model provides a base for planning career education. Each district may take this matrix, continue to develop it based upon the perceptions of its own staff. Then it must also develop the objectives which it hopes to accomplish in each of the cells of the matrix; utilizing the objectives worksheets contained in the appendix. These can then be used as the basis for the evaluation of the outcome of the program if they are stated in measurable terms.

SUGGESTED ACTIVITIES FOR CAREER EDUCATION PROGRAMS

K-3

1. Role Play various occupations
2. Community Visitations
3. Use puppets and career costumes
4. Career experience progress charts
5. Art and Music projects
6. Murals - Depict Job scenes
7. Classroom or School Helpers
8. Work Songs
9. Career Games - Charades, etc.
10. Skits and Plays
11. Show and Tell-Use Representatives of Occupations from community
12. Resource People-Parents
13. Clip Pictures of/or photograph careers
14. Develop Subject Matter around a project
15. Hands on experiences

4-6

1. Build models
2. Individual field trips
3. Career displays
4. Surveys of Occupations
   Analysis of working conditions, economics, etc.
5. Role Playing realistic occupations
6. Plays, Poetry,on careers
7. Interviewing for Jobs
8. Develop Subject Matter from project
9. Use students as tutors
10. Job requirements investigations
11. School beautification projects
12. Engage in leisure time and hobbies associated with careers
13. Operate a school store
14. Write self perception of job roles
15. Review want ads
16. Operate school newspaper
17. Fund Raising projects
18. Actual business venture - Set Up Company
19. Hands "ON" Experience - with hand tools, etc.

7-9

1. Actual experience with tools, equipment, in school and on the job
2. Part time jobs
3. Mini Internships
4. Build Models
5. Interest Area lab experiences
6. Occupational Clubs
7. Use resource people
8. Self Analysis, Interests, Aptitude, and Ability for careers
9. Mini lab experiences in several occupational areas
10. Film Strips on careers
11. Community Occupational surveys
12. Work with agencies such as Employment Security
13. Job Interviews with employees and simulated

14. Completing job applications
15. Relating Subject Matter to Careers
16. Activity approaches to curriculum
17. Relating school projects such as elections
18. Money management projects
19. Consumer Education problems
20. Job requirements for chosen career areas
21. Simulation games

10-Adulthood

1. Job Placement (O.J.T.)
2. Released time for vocational experience
3. Career seminars
4. Student, follow-up studies
5. Career clubs and groups
6. Career tutors
7. Vocational counseling
8. Relating subject matter to careers
9. Aptitude and Interest assessment
10. Consumer Education
11. Family relations
12. Child Care
13. Job requirements
14. Vocational-Technical Education
15. College Education

MATRIX EXPANSION
(Worksheet Examples)

As previously stated, forms and more specific instructions for use of the worksheets are contained in the appendix. However, examples are given on the following pages which may be of assistance to local curriculum efforts. These examples are meant to be guides and are not meant to be inclusive or restrictive toward local effort. Local school systems where possible should review existing materials in addition to developing original items.

Due to the structure of the elementary grades it is suggested that experiences and objectives be considered for multiple subject areas, where possible. Grades 7-12 will require more subject matter emphasis due to the departmental structure of middle and high school.

It should be noted that these worksheets are designed primarily for expansion of the schools sector of the Matrix. The flow of development is to be: 1. Long-range curricular objectives 2. Matrix worksheets 3. Activities worksheet 4. Objectives worksheet 5. Facilitating methods worksheet.

(EXAMPLES)

CAREER EDUCATION

ACTIVITIES WORKSHEET

GRADE LEVEL

6 Awareness

SUBJECT OR SERVICE AREA

Language arts, math, and social studies

OPERATE A SCHOOL NEWSPAPER - Where each student writes career monographs. Have students print and distribute paper as a business.

Students operate a community business - sell stock, etc. A candy store or school supplies.

Students conduct a community survey to identify civil servants and public officials-then organize and operate their own community.

CAREER EDUCATION

(EXAMPLES)

OBJECTIVES WORK SHEET

GRADE LEVEL

Awareness 5

SUBJECT OR SERVICE AREA

Math

☐ ATTITUDE

☐ SKILL

☒ KNOWLEDGE

Exposure to total world of work

INSTRUCTIONAL OBJECTIVES: 1. *Given ten practical application problems in mathematics the student will describe an occupation where these problems are encountered as well as, giving the correct answers. Minimum performance is five correct occupational identifications.*

2.

3.

4.

5.

CAREER EDUCATION

OBJECTIVES WORK SHEET (EXAMPLE)

GRADE LEVEL

Exploration 9

SUBJECT OR SERVICE AREA

Industrial Arts and other subject areas

☑ ATTITUDE

☐ SKILL

☐ KNOWLEDGE

Interest in career field

INSTRUCTIONAL OBJECTIVES: 1. *Given mini-lab experiences in three career areas of the students' interest. The student will make a tentative choice of a career field and be able to identify the three factors most affecting his choice.*

2.

3.

4.

5.

CAREER EDUCATION

OBJECTIVES WORK SHEET

(EXAMPLE)

GRADE LEVEL

Choice, Preparation, Trial, 12

SUBJECT OR SERVICE AREA

Vocational Education

☐ ATTITUDE

☑ SKILL *Provide entry level skill*

☐ KNOWLEDGE

INSTRUCTIONAL OBJECTIVES: 1. *Students will gain entry level skills in a job family as evidenced by his internship employer.*

2.

3.

4.

5.

CAREER EDUCATION

(EXAMPLE)

FACILITATING METHODS WORKSHEET

DOMAIN

Information

GRADE LEVEL

Awareness 5

OBJECTIVE: *Student identifies and describes six occupations*

FACILITATING METHODS AND ACTIVITIES

Form a committee of interested businessmen to give advice on field trips--arrange with school transportation for buses. Invite parents of students to give talks to students. Arrange with administration for students to operate school store, business or print school paper. Obtain and develop reading materials, slides, films on careers.

EVALUATION

For several years the State-County Testing Program has provided a foundation for evaluation of educational programs in the area of ability, achievement, and interest. It is suggested that if Career Education is implemented that a comparison be made between programs now in existence which do not have Career Education aspects and the new Career Education programs. It is felt that achievement levels should be equal or above those now obtained by programs not having a concentrated career development emphasis. Positive attitudes toward school in general should increase since one of the main emphases of Career Education is to provide a more relevant curriculum for individuals. Attitudes toward the community, the school, work, and careers should be assessed. Drop out rates should decline if the program is truly more relevant to the student's needs. Behavioral objectives based on the matrix model should be measured and fed back into the system. It should be noted that evaluation should take two forms; (a) external evaluation to see how it compares with other programs; (b) internal evaluation to regenerate and improve the program.

Commercial evaluation instruments, such as the Barclay Classroom Climate Inventory, and the Vocational Development Inventory may be useful. Job satisfaction and success rates would be significant in Career Education and should be checked. Follow up on a five-year basis should be made to determine what changes were actually made in terms of career satisfaction and success.

In addition to comparative measurement, subjective observation by teachers and administrators will be of importance in assessing affectiveness.

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APPENDIX

CAREER EDUCATION M RIX WORKSHEET

DEVELOPMENT LEVEL

INDIVIDUAL	FAMILY	COMMUNITY	SCHOOLS
SKILLS			
KNOWLEDGE			
ATTITUDES			

INSTRUCTIONS FOR USE OF CAREER EDUCATION MATRIX

Using the career education curricular objectives as a guide, list in the cells of the matrix those general outcomes under skills, attitudes, and knowledge which the school system should provide directly in the schools column. Each curricular objective should be checked to see if appropriate outcomes have been included in the three cells to accomplish each general objective. It is anticipated that several matrix sheets will be needed to accomplish this task at each level of career development.

Cells for the family and community should be completed in light of what can be co-operatively arranged by the school.

Matrix sheets should be completed for each level of career development K-6, 6-9, and 10-adult.

CAPEER EDUCATION

ACTIVITIES WORK SHEET

GRADE LEVEL

SUBJECT OR SERVICE AREA

INSTRUCTIONS

FOR

CAREER EDUCATION ACTIVITIES WORKSHEET

Indicate the grade level and subject or service area being developed.

List those activities which will facilitate the outcomes listed in the matrix. These activites may be performed by the student or the teacher to facilitate career development.

Activities should be of two types---those required to integrate career development into present curriculum and those aspects which may be experienced as separate units.

Suggested Reference: Tentative Basic Course Outline For Occupational Investigation in Career Education. Texas Education Agency.

CAREER EDUCATION

OBJECTIVES WORK SHEET

GRADE LEVEL _____

SUBJECT OR SERVICE AREA _____

☐ ATTITUDE

☐ SKILL _____

☐ KNOWLEDGE

INSTRUCTIONAL OBJECTIVES: 1. _____

2. _____

3. _____

4. _____

5. _____

INSTRUCTIONS FOR USE OF OBJECTIVES WORKSHEETS

Indicate the grade and developmental level (awareness, orientation, choice preparation, and trial) in the space provided. Indicate in the blank provided that educational outcome taken from the matrix. One or more sheets are to be used for each outcome. The number of objectives will depend on the scope of the outcome being expanded. Check the appropriate box for the domain of the outcome.

It is assumed that subject matter objectives have been developed for the present educational offerings, therefore, the objectives here would be those outcomes expected in terms of the career education emphasis.

The instructional objectives should contain the following five components as defined in the "Workshop Manual" for writing objectives published by the West Virginia Department of Education.

1. What change in behavior is desired?
2. Who or what is to be changed?
3. Who or what is designated to bring about the change?
4. Where is the controlled experience to take place?
5. When and how is it ascertained whether the desired change has occurred?

Suggested Reference: Objectives for Career and Occupational Development
National Assessment of Educational Progress

FACILITATING METHODS WORKSHEET

DOMAIN _____ GRADE LEVEL _____

OBJECTIVE _____

FACILITATING METHODS AND ACTIVITIES

INSTRUCTIONS

FOR

USE OF FACILITATING METHODS WORKSHEET

The facilitating methods worksheet is a tool to expand the previously identified career education objectives.

Indicate which domain the objective was developed for; (skills, attitudes, and information). Indicate the grade level for which the objective was written.

Rewrite the objective (in brief form) being expanded.

Indicate the necessary facilitating items which will be requiring change.

Example: Schedule alterations, transportation for field trips, industry groups to facilitate field trips, equipment, information needed to relate subject matter to career, supplies, etc.

Use item three in the objective components, "Who or what is designed to bring about the change" as a control focus for this worksheet.